



13TH INTERNATIONAL CONFERENCE

AC-ESI-2018

ACADEMIC
CONFERENCE ON
EDUCATIONAL &
SOCIAL INNOVATIONS



**AC-ESI
@2018
MILAN.IT**

CO-ORGANIZED BY:

CO-SPONSORED:
THE EURASEANS -
JOURNAL ON GLOBAL SOCIO-ECONOMIC DYNAMICS

OFFICE OF GENERAL EDUCATION AND INNOVATIVE
ELECTRONIC LEARNING, SUAN SUNANDHA
RAJABHAT UNIVERSITY, BANGKOK, THAILAND

RUSSIAN PRESIDENTIAL ACADEMY OF NATIONAL
ECONOMY AND PUBLIC ADMINISTRATION
SOUTH RUSSIA INSTITUTE OF MANAGEMENT,
ROSTOV-ON-DON, RUSSIA



INTERNATIONAL ACADEMIC
CONFERENCE ON
EDUCATIONAL & SOCIAL
INNOVATIONS

AC-ESI-2018

PROCEEDINGS

MILAN, ITALY

MAY, 2018

Dear ladies and gentleman, participants of International Academic Conference on Educational & Social Innovations, academics and scholars, presenters of research centers, educational institutes and business!



Today, in the era of global innovatization, spreading of modern forms of business and public administration, the social and economic role of education for increasing global management competitiveness and self-sufficiency becomes a most important determinant, an effectiveness of international collaboration in discussing on actual educational issues and challenges is timely increasing.

And I would like to express my deep gratitude to partnered journals, educational institutions of Thailand, Russia, Indonesia, Germany, Iran, India, China whose efforts made possible this meeting of scholars and educators, interested in effective solution of global and national economy challenges using powerful resources of social, cultural and innovative success.

And, of course, I would like to thank all participants for coming here, for their wonderful and useful research.

I want to say, that Suan Sunandha Rajabhat University – as a leading public University of Thailand – is very proud to be an organizer of this significant and important conference.

To each participant I wish success, finding a new colleagues and friends, development of scientific and business contacts, new scientific discoveries that are benefit for society, business and government. And also enjoy your time in fashion and design capital of the world.

*Dr. Luedech Girdwichai, professor
President of Suan Sunandha Rajabhat University
Bangkok, Thailand*

On behalf of the Organizational Committee, I welcome you to International Academic Conference on Educational & Social Innovations, in Milan!

AC-ESI-18 attracts researchers, educators and practitioners in all fields of modern education and education institutes management.

Participants have found in these meetings an excellent opportunity to share their experiences with colleagues from distance places and often continued to cooperate with them on their subjects of interest.

AC-ESI – 2018 has been established on a global basis.

We have received more than 80 submissions from 12 countries, each submission was peer-reviewed by at least two anonymous reviewers and a total of 51 papers were accepted for presentation in the conference.

Accepted papers are scheduled for presentation in 5 big sessions.

We would like to express our sincere appreciation to all the reviewers and chairs and members of various committees of AC-ESI -2018 conferences for their precious time and expertise.

I would like to express our sincere gratitude to everyone involved in making the joint conference a success. Many thanks go to the organizing committee, special session organizers, and the organizational committees and reviewers, the conference participants, and of course, to all the contributing authors who will be sharing the results of their research.

It is our great pleasure to have you with us at the joint conference, where I hope new ties will be made and existing ones renewed and strengthened.

Please accept our best wishes for a wonderful stay in Italy!

Grazie !



Dr. Preecha Pongpeng

*Director of Office of General Education and Innovative Electronic Learning
Suan Sunandha Rajabhat University, Bangkok, Thailand*

Dear friends and colleagues!

This conference is a meaningful crystallization of international initiatives among the number of institution towards practical cooperation in interdisciplinary studies, which will be contribute to the strengthening of the national educational systems.

The characteristic of the education in our era is change at the speed of light, which led us to the consensus that experts from many countries and many different disciplines must meet and discuss the phenomena, and then suggest solutions. We should be able to delve deeper by discussing problems across different disciplines as widely as possible, and thus grasping more profound solutions and suggestions.

The motivation for this conference is to help one's country through offering individual expertise and point of view based on one's individual discipline. As we gather from many different countries and many different disciplines, I believe that we should be able to expand the scope of our efforts and must aim at more challenging global contributions.

I hope all the participants of this conference will enjoy and get opportunities to enhance relationships of knowledge exchange.

I would like to extend my sincere gratitude to the organizing committee and especially to my Thai colleagues for given abilities to be a co-organizer and member of organizational board of AC-ESI – 2018, to be involved in the process of new international tradition formation!

*Dr. Elena Zolochevskaya
Russian Presidential Academy of
National Economy and Public Administration,
South Russia institute of management,
Rostov-on-Don, Russia*

Welcome to International Academic Conference on Educational & Social Innovations!

As a co-organizer of AC-ESI-2018 we tried to make a conference aimed to create a strong platform for academic and educational international collaboration.

Sustainable economical development always requires a breaking of any boundaries between scientists, an increasing of international informational and technological exchange, new forms of cross-cultural and transnational collaboration.

Due to this I am very glad to see here, in hospitable Italy, presenters of dozens countries from four continents. It proves that our activity in a direction of common, global study of patters for effective, competitive and successful development of educational practices is important, is required by society, science and business.

Suan Sunandha Rajabhat University is strongly related with educational and science provision for progress of Thailand and AEC. Academics of our university conduct research in all areas of economical and social development of Thailand and ASEAN.

We are science partners with Thai Government, presenters of Thai and international business and non-governmental organizations. Active external collaboration of SSRU with educational and research centers of ASEAN, Europe, Australia and USA opens huge prospects of international science collaboration and science exchange.

Furthermore, for making our conference work more effective and memorable, we tried to provide maximum comfortable conditions for all our delegates.

Therefore, I hope that the AC-ESI-2018 will achieve all set objectives to provide our delegates with education, networking, leadership enhancement and sweet memories.

*Dr. Nattapong Techarattanased
Deputy director of Office of General Education
and Innovative Electronic Learning
Suan Sunandha Rajabhat University,
Bangkok, Thailand*

In the modern conditions world transfers from the multilevel system of national social systems with strictly identified boundaries of economical interests and kinds of international collaboration to the absolutely complicated mix of transnational business, national states and international organizations whose interests are actively interact, intersect, overlap and even conflict each other's! Private sector is effectively using advantages of educational and cultural globalization, is mostly able to create multilevel markets and complex market strategies, to spread internal corporative net-work outside – to the directions of states, customers of educational products, institutes and competitors.



It shows how important and how significant is international science collaboration, international research and discussions on different issues of actual education and social development. Practical experience in economical stimulation, reformation of educational systems, regional integration, governmental support of educational and research institutes, increasing of national external competitiveness is very difficult to over-evaluate.

Being an educational and science leader of Thailand and ASEAN, an effective example of business-government-science collaboration, Office of General Education and Innovative Electronic Learning at Suan Sunandha Rajabhat University is really appreciated to be a co-organizer and informational partner of Academic Conference on Educational & Social Innovations, to be involved in the processes of international science collaborations and innovative ideas' transfer! Hope these collaborations will have bright and significant prospects.

Finally, I would like to welcome all participants of AC-ESI – 2018 and to wish new science results and findings, ideas and conclusions!

*Dr. Jarumon Nookhong
Deputy Director of Office of
General Education and Innovative Electronic Learning
Suan Sunandha Rajabhat University,
Bangkok, Thailand*

As a Member of Editorial board of Academic Conference on Educational & Social Innovations - 2018 I am delighted to welcome all participants in Milan!

The aim of AC-ESI- 2018 is to serve as a primary channel of knowledge sharing and the promotion of educational and social innovations internationally.

An important goal of the conference is to encourage learning from each other by exchanging ideas and views, and building networks.

A successful conference cannot be organized without the effort of many persons.

I would like to thank both working teams from the Office of General Education and Innovative Electronic Learning Suan Sunandha Rajabhat University and South Russia institute of management of Russian Presidential Academy of National Economy and Public Administration for their enormous contribution towards the detailed arrangement of this conference.

Furthermore, I would like to express my gratitude to the authors who submitted their papers to the AC-ESI 2018 as well as reviewers for their contributions and effort to an excellent conference proceeding.

Finally, I hope you will enjoy the conference and have a wonderful time during your stay in Italy.



Warmest Regards,

*Mr. Apisit Rattanatanurak
Deputy director of office of
General Education and Innovative Electronic Learning
Suan Sunandha Rajabhat University,
Bangkok, Thailand*

Warm greetings from AC-ESI – 2018 organizing committee!

As a coordinator of our International conference organization I tried to do everything for making this year conference the best one!

We spent many hours for choosing venue; we spent gigabytes of internet traffic sending mails and calls for papers!

Hope, all these spent were not useless. And our conference will be very successful, productive and important for society, science and business.

I am glad to note, that a number of AC-ESI – 2018 participants is still high!

Geography of our conference is covered 9 countries from Asia, East Europe, Middle East and even Africa!

Enjoy Italian natural and cultural heritage, world most famous outlets and restaurants! Don't forget to taste risotto with local wine, visit Da Vici museum and listen magic opera in La-Scala!

And to get new knowledge, new ideas and new friends from AC-ESI-2018!!!



*Dr. Denis Ushakov, professor
AC-ESI – 2018 coordinator
International college
Suan Sunandha Rajabhat University,
Bangkok, Thailand*

AC-ESI-2018

ORGANIZATIONAL BOARD

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**INTERNATIONAL ACADEMIC CONFERENCE ON
EDUCATIONAL & SOCIAL INNOVATIONS**

AC-ESI – 2018 @ MILAN.IT

=AGENDA=

- Day 1** 07 May 2018
Venue: Sheraton Milan Malpensa Airport Hotel, Italy
- 13.00 Registration open Foyer
Participants arrival, registration
- 14.00 Organizational meeting Meeting Room
Networking
- 15.00 **Seminar “International publishing: guidelines to success”**
By Ms. Darina Prokhorova
Editor –in – chief of Journal of International Studies, Poland
- 17.00 Welcoming dinner Restaurant

- Day 2** 08 May 2018
Venue: Sheraton Milan Malpensa Airport Hotel, Italy
- 9.00 Opening ceremony Meeting Room
Welcome speeches:
Dr. Preecha Pongpeng
*Director of Office of General Education and Innovative Electronic Learning,
Suan Sunandha Rajabhat University, Bangkok, Thailand*
Dr. Zolocheskaya Elena
*Dean of faculty of Public Administration,
South Russia institute of Management of
Russian Presidential Academy of National Economy and Public Administration*
Dr. Bundit Pungnirund
*Dean of College of Innovations and Management, Suan Sunandha Rajabhat
University, Bangkok, Thailand*
Ms. Darina Prokhorova
*Editor –in – chief of Journal of International Studies,
Poland*
Dr. Oleg Patlasov
Omsk Humanitarian Academy, Omsk, Russia
Dr. Denis Ushakov
Organizational board of AC-ESI– 2018
- 09.40 **University’s Management And Students’ Satisfaction: An Empirical Study
Through Structural Equation Modelling**
Key-note speech by Dr. Johan W de Jager
*Tshwane University of Technology,
Pretoria, South Africa*
- 10.30 Group photo
- 10.40 **Coffee-break** Foyer
- 11.00 **Formation of the Social Successfulness of Students with Disabilities in the
System of Continuous Inclusive Education**
Key-note speech by Dr. Preecha Phongpheng
*Office of General Education and Innovative Electronic Learning Suan Sunandha
Rajabhat University, Bangkok, Thailand*
- 11.40 **Human capital and decentralization of education (the case of Tlajomulco de
Zuniga Jalisco, Mexico)**
Key-note speech by Dr. José G. Vargas-Hernández
*University Center for Economic and Managerial Sciences,
University of Guadalajara, México*
- 12.20 **Educating Young People in Multicultural Environment of Higher
Education Institution**
Key-note speech by Dr. Nattapong Techarattanased
*Office of General Education and Innovative Electronic Learning Suan Sunandha
Rajabhat University, Bangkok, Thailand*
- 13.00 **Lunch** Restaurant

14.00	Session 1 – Environmental education: ways and challenges of implementation	
14.00	Sinchai Poolklai & Adisak Chuchat	
14.20	Jürgen Drissner	
14.40	Pattamaporn Kaewkongka & Apirati Triyawat	
15.00	Wipada Chaiwchan & Kittipat Bualek	
15.20	Kvetoslava Rešetová	
15.45	Coffee break	Foyer
16.00	Pawinee Ratabakorn & Uraiwan Tunmukul	
16.20	Anosha Rojanapanich & Prem Thanatripop	
16.40	Pachara Wangmee & Worakarn Jantarasingharn	
17.00	Unnop Panpuang & Saysunee Sangphueak	
18.00	Dinner	Restaurant

Day 3	09 May 2018	
	Venue: Sheraton Milan Malpensa Airport Hotel, Italy	
08.30	Registration open	Foyer
09.00	Session 2 – Human capital: educational and managerial issues of formation and development	
09.00	Pramsuk Huanprapai & Sasinan Prajongjai	
09.20	Ria Mardiana Yusuf	
09.40	Nattaporn Srichana & Warawut Chuenkrut	
10.00	Pordee Sukpun & Paweena Sribunrueng	
10.20	Aekkaphob Intarapoo & Pattiya Traiteepung	
10.45	Coffee – break	Foyer
11.00	Bundit Pungnirund	
11.20	Sarawut Yamdee & Supas Amornchantanakorn	
11.40	Mahir Pradana	
12.00	Pimporn Thongmuang	
12.20	Larisa Nevskaya & Svetlana Akhmetova	
12.40	Lunch	Restaurant
13.30	Session 3 – Modern teaching: modern technologies and practical methods	
13.30	Nuntiya Noichun & Narasak Phunaploy	
13.50	Zhang Li-Ping	
14.10	Watchara Sungkobol & Sasiwimon Maneewong	
14.30	Awad Soliman Keshta	
14.50	Kanpetch Saranontawat & Pimporn Thongmuang	
15.10	Toratane Munegumi	
15.30	Coffee – break	Foyer
15.50	Arias Sinthu & Aknarin Piyaphanyamongkol	
16.10	Nutcha Phasuk & Natwalun Wangnil	
16.30	Krit Chaisaengduean, Tospon Pimpa	
16.50	Farangis Saeedi	
17.10	Arunroong Wongkungwan & Sathiya Phunaploy	
18.00	Dinner	Restaurant

Day 4	10 May 2018	
	Venue: Sheraton Milan Malpensa Airport Hotel, Italy	
08.30	Registration open	Foyer
09.00	Session 4 – Management in educational institutes: modern issues and future prospects	
09.00	Pennapha Meeto & Raweevan Khankham	
09.15	Amber Osman & Muhammad Imtiaz Subhani	
09.30	Bundit Phrapratanporn & Kulnidawan Dumkum	
09.45	Vera Gnevasheva	
10.00	Yuttana Rattanasuwan & Piyanun Thanchai	
10.15	Ratanaporn Sukserm & Thidarat Choknakawaro	
10.30	Juan Francisco Aguirre Chavez	
10.45	Coffee – break	Foyer
11.00	Supapong Wimonchailerk & Rutchanewan Panbua	
11.15	Runglaksamee Rodkam & Paphitchaya Silpaksa	
11.30	Vanthangpui Khobung	
11.45	Aina Jacob Kola	
12.00	Paakpoom Klaythong & Patcharida Wisaiket	
12.15	Arun Sumdee & Anutsara Chanprapas	
12.30	Lunch	Restaurant
13.30	Session 5 – Usage of ICT and social networking in educational process	
13.30	Kiattiphoom Phachuen	
13.50	Chun-Pei Lin	
14.10	Piched Girdwichai	
14.30	Siriporn Meenanant & Naruecha Narapong	
14.50	Atef Abuhmaid	
15.10	Pirawat Chaiyaphoomsakul, Sawitree Charamporn & Apisit Rattanatanurak	
15.30	Coffee – break	Foyer
15.50	Nuntiya Noichun	
16.10	Nuntinee Nakdontee & Patompong Punnabhum	
16.30	Sudarat Srirama & Krisana Aree	
16.50	Vasyuta Eugenia	
17.10	Grigoryeva Natalya & Kolycheva Zhanna	
17.30	Dinner	Restaurant
	Awards and closing ceremony	

LIST OF SESSIONS:

	Day 2	Meeting room
	14.00-17.30	
	Session 1	Environmental education: ways and challenges of implementation
		Chairman: Dr. Jürgen Drissner
1	Sinchai Poolklai Adisak Chuchat <i>Suan Sunandha Rajabhat University, Bangkok, Thailand</i>	Environmental education and behavioral change
2	Jürgen Drissner <i>University of Ulm, Germany</i>	Environmental education outside school: effects of a half-day teaching programme
3	Pattamaporn Kaewkongka Apirati Triyawat <i>Suan Sunandha Rajabhat University, Bangkok, Thailand</i>	“Public-based-learning”: environmental controversies for pedagogical purposes
4	Wipada Chaiwchan Kittipat Bualek <i>Suan Sunandha Rajabhat University, Bangkok, Thailand</i>	Considering students’ environmental self determination
5	Kvetoslava Rešetová <i>Slovak University of Technology in Bratislava, Slovakia</i>	Publishing opportunities of doctoral candidates
6	Pawinee Ratabakorn Uraiwan Tunnukul <i>Suan Sunandha Rajabhat University, Bangkok, Thailand</i>	Educational environment for teenagers’ moral relations development
7	Anosha Rojanapanich Prem Thanatipop <i>Suan Sunandha Rajabhat University, Bangkok, Thailand</i>	Analyzing business factors of students’ environmental attitudes
8	Pachara Wangmee Worakarn Jantarasingharn <i>Suan Sunandha Rajabhat University, Bangkok, Thailand</i>	Conceptual model for teaching the relationship of daily life and human environmental impact
9	Unnop Panpuang Saysunee Sangphueak <i>Suan Sunandha Rajabhat University, Bangkok, Thailand</i>	Sustainable development and teaching perspectives

Day 3 Meeting room
09.00-12.30

Session 2

Human capital: educational and managerial issues of formation and development

Chairman: Dr. José G. Vargas-Hernández

- 1 Pramsuk Huanprapai
Sasinan Prajongjai
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
Social capital and knowledge management in the context of staff empowerment
- 2 Ria Mardiana Yusuf
*Hasanuddin University,
Makassar, Indonesia*
The practice of human resource strategic roles by "ulrich" model
- 3 Nattaporn Srichana
Warawut Chuenkrut
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
Student's research work as the condition of professional education
- 4 Pordee Sukpan
Paweena Sribunrueng
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
University students' entrepreneurial intentions: ways for in-study implementation
- 5 Aekkaphob Intarapoo
Pattiya Traiteepung
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
Strengthening the basic competence of sciences for master students
- 6 Bundit Pungnirund
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
Interpersonal intelligence: how gender difference impacts
- 7 Sarawut Yamdee
Supas Amornchantanakorn
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
Egocentrism and development of students identity
- 8 Mahir Pradana
*Telkom University, Bandung
Indonesia*
Do employees' performances depend on their motivations? (case study at Indonesian National bureau of plantation)
- 9 Pimporn Thongmuang
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
Self-health care behaviors of elderly
- 10 Larisa Nevskaya
Svetlana Akhmetova
*Perm National Research Polytechnic University,
Russia*
Current trends in the development of innovative activeness of enterprise personnel

Day 3 Meeting room
13.30-17.30

Session 3

Modern teaching: modern technologies and practical methods

Chairman: Dr. Bundit Pungnirund

- 1 Nuntiya Noichun
Narasak Phunaploy
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
Problem based learning (PBL-civics) model development to improve the motivation and learning outcomes
- 2 Zhang Li-Ping
*Yu Qiu Shanghai University of
Engineering Science,
Shanghai, China*
Study of cooperative education pattern
- 3 Watchara Sungkobol
Sasiwimon Maneewong
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
Analysis of mathematical education on economics specialty
- 4 Awad Soliman Keshta
*Islamic University of Gaza (IUG),
Gaza, Palestine*
The effectiveness of a blended learning program on developing palestinian tenth graders english writing skills
- 5 Kanpetch Saranontawat
Pimporn Thongmuang
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
Innovative methods of teachers' practice-orientation development
- 6 Toratane Munegumi
*Naruto University of Education,
Naruto, Tokushima, Japan*
Considering future directions for the specialized evaluation of educational programs for science teachers
- 7 Arias Sinthu
Aknarin Piyaphanyamongkol
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
Dialogue-based teaching model in college English teaching
- 8 Nutchaphasuk
Natwalun Wangnil
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
Business field trips impact on education processes
- 9 Krit Chaisaengduean
Tospon Pimpa
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
Project-based hybrid business education of graduate and undergraduate group
- 10 Farangis Saeedi
Guilan University, Rasht, Iran
The effect of negotiation on second language acquisition
- 11 Arunroong Wongkungwan
Sathiya Phunaploy
*Suan Sunandha Rajabhat University,
Bangkok, Thailand*
Environentors: mentoring at-risk through university partnerships

Day 4 Meeting room

Session 4 Management in educational institutes: modern issues and future prospects
09.00-12.30

Chairman: Dr. Muhammad Imtiaz Subhani

- | | | |
|----|---|--|
| 1 | Pennapha Meeto
Raweewan Khankham
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | Academic freedom and leadership in modern academic institutions |
| 2 | Amber Osman
Muhammad Imtiaz Subhani
<i>Iqra University, Karachi, Pakistan</i> | Misuse of higher education |
| 3 | Bundit Phrapratanporn
Kulnidawan Dumkum
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | Extension analysis of employee management based on social network model |
| 4 | Vera Gnevasheva
<i>Moscow University for the Humanities,
Moscow, Russia</i> | Student's view of education as the merit and private economic goods |
| 5 | Yuttana Rattanasuwan
Piyanut Thanchai
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | High school students' conceptions of learning in different domains |
| 6 | Ratanaporn Sukserm
Thidarat Choknakawaro
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | Educational pedagogy for sustainability: developing programs to transform behaviors |
| 7 | Juan Francisco Aguirre Chavez
<i>Autonomous University of Chihuahua,
Chihuahua, México</i> | A gender study on college students' academic self-efficacy |
| 8 | Supaporn Wimonchailerk
Rutchanewan Panbua
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | Multi-subject incentive cooperation of students' network entrepreneurial education |
| 9 | Runglaksamee Rodkam
Paphitchaya Silpaksa
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | School-community participation in developing a local sustainability agenda |
| 10 | Vanthangpui Khobung
<i>Educational Research and Training NCERT
Bhopal, India</i> | Tribal self-help groups in Manipur: a gender perspective |
| 11 | Aina Jacob Kola
<i>College of Agriculture, Igboora,
Oyo State, Nigeria</i> | Repositioning science education in nigerian colleges of education through public-private partnership (PPP) |
| 12 | Paakpoom Klaythong
Patcharida Wisaiket
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | Vocational education by transferring notions and all-round cultivation |
| 13 | Arun Sumdee
Anutsara Chanprapas
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | The function of physical education for building social values |

Day 4 Meeting room

Session 5 Usage of ICT and social networking in educational process
13.30-17.30

Chairman: Dr. Atef Abuhmaid

- | | | |
|----|---|---|
| 1 | Kiattiphoom Phachuen
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | Application of classroom assistant software based on Android |
| 2 | Chun-Pei Lin
<i>Huaqiao University, Quanzhou, China</i> | An effect of existing knowledge assets to inbound/outbound disruptive innovation |
| 3 | Piched Girdwichai
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | Analytical study on improving expertise of university students through innovative training project |
| 4 | Siriporn Meenanon
Naruecha Narapong
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | College students' information quality and study on correspondence and education system in "Internet+" era |
| 5 | Atef Abuhmaid
<i>Middle East University,
Amman, Jordan</i> | Information and communication technology integration within the practicum |
| 6 | Pirawat Chaiyaphoomsakul
Sawitree Charamporn
Apisit Rattanatanurak
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | Video converter using GPU on web application |
| 7 | Nuntiya Noichun
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | Applications as IT-element of special disciplines teaching |
| 8 | Nuntinee Nakdonte
Patompong Punnabhum
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | Designing of individual educational path of teacher's professional development in conditions of information educational environment |
| 9 | Sudarat Srma
Krisana Aree
<i>Suan Sunandha Rajabhat University,
Bangkok, Thailand</i> | Trend of visual communication design education in the cultural and creative industries |
| 10 | Natalya Grigoryeva
<i>Southern University (IMBL), Russia</i>
Zhanna Kolycheva
<i>Don State Technical University, Russia</i> | Taxation and employment: considering relationships and factors of efficiency |
| 11 | Vasyuta Eugenia
<i>The Russian Presidential Academy Of
National Economy And Public Administration,
South Russia Institute of Management,
Rostov-on-Don, Russia</i> | Medical tourism in Russia: growth potential and competitiveness issues |

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BUSINESS FIELD TRIPS IMPACT ON EDUCATION PROCESSES

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The purpose of this paper is to examine the importance of science field trips as educational tools to connect students to classroom concepts. Experiential learning at formal and informal field trip venues increases student interest, knowledge, and motivation. The teacher's role in preplanning, implementation, and reflection often dictates the impact that the field trip will have on students. Science teacher education programs do not traditionally instruct preservice teachers how to plan or coordinate a field trip. Once teachers are empowered and learn how to develop and orchestrate a successful field trip, they will enable students to develop interest in science, which may lead to improved learning or improved science literacy. Because some school systems are limiting science field trips, this paper concludes by examining inexpensive or cost free field trip ideas.

Keywords: experiential learning, informal learning, field trip, professional development, interest in science, science teacher education

Introduction

Students who directly participate during a field experience generate a more positive attitude about the subject. Many researchers have investigated knowledge gain and learning that occurred during field trips (Hudak, 2003; Kisiel, 2006; Mawdsley, 1999; Michie, 1998; Nadelson & Jordan, 2012; Scarce, 1997; Scribner-MacLean & Kennedy, 2007).

Research by Cwikla, Lasalle, & Wilner (2009) suggested that eighth grade students with an interest in science were significantly more likely to acquire science related careers than students with no interest in science. Yet, science is often limited in elementary school curricula despite the recognized importance of early development of science concepts and skills (Fries-Gaither & Lightle, 2011). Teachers are in position to motivate and capture students' interest in the sciences. Effective methods to develop student interest include experiential activities and field trips, which create authentic learning opportunities for students, regardless of the content area.

However, experiential activities and field trips do not simply happen, teachers need to understand that such activities require organization, planning, and student reflection to maximize the learning experience, the same as classroom-based experiential learning. The purpose of this paper is to examine literature concerning experiential learning activities and field trips, focusing on science-related field trips and the role of the classroom teacher prior to, during and after the field experience.

Field Trips

A field trip, which may also be termed as an instructional trip, school excursion, or school journey, is defined by Krepel and Duvall (1981) to be a school or class trip with an

educational intent, in which students interact with the setting, displays, and exhibits to gain an experiential connection to the ideas, concepts, and subject matter. Tal and Morag (2009) described field trips as student experiences outside of the classroom at interactive locations designed for educational purposes.

Field trips may be planned for five purposes:

- 1) To provide firsthand experience,
- 2) To stimulate interest and motivation in science,
- 3) To add relevance to learning and interrelationships,
- 4) To strengthen observation and perception skills, and
- 5) To promote personal (social) development (Michie, 1998).

Field trips take students to locations that are unique and cannot be duplicated in the classroom. Each student observes natural settings and creates personally relevant meaning to the experience. Interactive exhibits help students play with concepts, activities often not possible in the classroom. Earlier course content suddenly becomes relevant as students assimilate and accommodate new understanding and cognition (Lei, 2010).

The connection between the field trip venue and the classroom links the field trip's experiential learning with prior experiences and learning from the classroom (Lei, 2010).

To save money and time from preparation and traveling, some instructors choose to simply use the school computers and take digital field trips. Options are plentiful and students no doubt learn from the digital experience, but students only experience what the media thinks is important, and the students do not encounter a multidimensional activity in which all their senses are fully involved (National Research Council (NRC), 2009). In contrast, field trips are experiential, authentic social events that create a new way of knowing an object, concept, or operation (Scarce, 1997). Quality experiences lead to deeper learning and interest development (NRC, 2009).

Kinds of Field Trips

Formal field trips consist of planned, well-orchestrated experiences where students follow a documented format. Government agencies, museums, and businesses offer excellent formal experiential learning activities and programs, which are usually run by the venue's staff. One student's experience is essentially the same as any other student's experience. Teachers find such programs comfortable because the students are bound to a choreographed agenda. However, there are minimal opportunities for students to personally interact and connect to the experience (Rennie, 2007). Informal field trips are less structured and offer students some control and choice concerning their activities or environment.

When observing students interacting in an informal education setting such as a science center or field station, teachers are often amazed by how much students know and which students possess the most knowledge (Rennie, 2007). Informal education is a legitimate cognitive learning model. "Informal science experiences - in school-based field trips, student projects, community based science youth programs, casual visits to informal learning settings, and press and electronic media can be effectively used to advance science learning" (Hofstein & Rosenfeld, 1996, p. 106). Students feel at ease in an informal learning environment.

The focus may be individualized, activities are not competitive or assessed, interaction is voluntary and unforced, and social interaction is encouraged. Together, these qualities

create an intrinsically motivated student (Rennie, 2007) that encourages students to examine their connection to the local and national communities, as well as their connection to the local and global ecosystems (Krepel & Durrall, 1981).

Non-school related informal field trips such as family activities, also contribute significantly to children's science knowledge (Rennie & McClafferty, 1995), although science knowledge and interest acquired at home may be compromised if the majority of experience occurs through the media such as television and the Internet, in which the children may have difficulty determining reality from entertainment.

Experiential Learning

It is important to understand experiential learning when discussing field trips. Experiential learning is authentic, first-hand, sensory-based learning. Experiential activities explore, touch, listen to, watch, move things, disassemble and reassemble. Learning consists of grasping an experience and then transforming it into an application or result (Kolb, 1983).

The Association for Experiential Education defined experiential learning as a methodology in which educators direct students to a specific experience, and then guide the students through reflection to "increase knowledge, develop skills, clarify values, and develop people's capacity to contribute to their communities" (Association for Experiential Education, 2012, <http://www.aee.org/about/whatIsEE>). Experiential learning is not restricted to a certain age levels. Infants, toddlers, and growing children develop all their skills and knowledge through experience. Kolb (1983) described experiential learning using a spiraling four step cycle. A student has an experience.

Reflection occurs as the student talks about the experience, and abstraction occurs as the student thinks about the experience. The student plans a new experience to test the new ideas, and the new experience takes place, and the cycle continues. Each time a cycle is completed, some learning has taken place. Although experiential learning appears to be simple, there are caveats to be considered.

The learning process is not instant. Time is required to analyze and then synthesize a concept that accommodates into an already established knowledge pool. Experiential learning is not one dimensional. A learned concept will integrate with all previous knowledge. A student with many connections concerning a subject will accommodate new knowledge faster and with greater clarity (Kisiel, 2006a). Experiential activities should play a significant, beneficial role in any science classroom. NRC (2009) illustrated that students who acquire hands-on, authentic experience may develop curiosity and interest, leading to a desire to learn more. Observation skills improve. Social skills develop as the students share perceptions and knowledge with others. Students may begin to look forward to classes and connect previous knowledge and experiences with the new concepts.

A strengthened interest in science may lead the student onto a science related career path or establish higher quality scientific literacy. Teachers also gain many benefits. Students are interested and motivated, permitting the instruction to rise to new and higher levels. Students who are interested and alert in class will learn the concepts, thus standardized test scores may improve. When learning is discussed, it is most often assumed to occur in the formal classroom setting. Learning is contextualized, affected by motivation, expectation, prior knowledge, experience, prior interests, beliefs, control, and choice (NRC, 2009).

Learning requires time to construct meaningful understanding (Kolb, 1983). According to Kolb's (1983) learning cycle, learning experientially requires the learner to have an experience and then reflect, analyze, and test the idea to develop knowledge and to create another experience.

Teachers often use this learning format in the formal classroom through labs and projects. Informal experiential learning can be an equally powerful learning tool with unique virtues. Attendance and involvement are voluntary or free choice, the curriculum is varied, the learning opportunities are neither competitive nor evaluative, all ages may participate at any given time, and the effort is learner motivated (NRC, 2009; Rennie, 2007).

Formal educators might consider increasing student interaction by adding informal learning opportunities to reinforce classroom knowledge and allow students to assimilate and accommodate experiences to their classroom knowledge. An informal education venue can be a valuable resource that reinforces classroom pedagogy (Nabors, Edwards, & Murray, 2009). A field trip with a single focus will provide a potential impact to students' cognitive skills, knowledge, interests, and future career (Hutson, Cooper, & Talbert, 2011).

This may be particularly true for students who are academically challenged or described as 'at risk' due to low performance on high-stakes tests or performance in the classroom. Field trips offer a unique opportunity for students to create connections, which will help them gain understanding and develop an enjoyment of learning. Students on field trips sharpen their skills of observation and perception by utilizing all their senses (Nabors et al., 2009). Students develop a positive attitude for learning, motivating them to develop connections between the theoretical concepts in the classroom and what has been experienced (Falk, Martin, & Balling, 1978; Hudak, 2003).

Outdoor field trips provide an opportunity for students to develop increased perception, a greater vocabulary, and an increased interest in the outdoors (Hoisington, Savleski, & DeCosta, 2010). Developed interest stimulates curiosity, empowering students to ask questions, discuss observations, consider past experiences, or simply ponder the topic (Farmer, Knapp, & Benton, 2007b; NRC, 2009).

When on a field trip, the venue is not the only location that affects students, they also gain knowledge and understanding about their neighborhoods and communities as they travel from the school to the field trip venue (Nabors et al., 2009). Personal connections are important in environmental curricula, not only because students gain understanding through the connections, but also by developing emotional connections to the subject matter. Increasing awareness and care lead to increasing passion for the subject matter, no matter whether it concerns the environment, animals, or a social situation (Tal, 2004b; Tal & Moraga, 2009; Variano & Taylor, 2006).

With increased interest or passion, learning is promoted as students conduct deeper observations, give in to curiosity and conduct simple investigations, discuss the subject matter with peers and teachers, and construct more abstract connections (Falk and Dierking, 2000). The majority of field trips occur during the school day, but extended field trips provide another option. Overnight field trips promote social growth for participating students by encouraging positive interactions among the students, teachers, and chaperones. Students experience independence away from home and the classroom.

Some students will develop with the freedom, but others may possibly need emotional support and well defined limits (Pace & Tesi, 2004). Field trips, especially overnight experiences, also benefit teachers. Dillon et al. (2005) noted that teacher and student

relationships develop or improve, and teachers may gain new perspectives and ideas of how to teach the subject matter in a more experiential manner.

Benefits from field trips are not guaranteed. Field trips are not meant to be short term learning instruments. Students may acquire short term learning, but without reinforcement through reflection or debriefing, the learning or interest development may only be temporary. Short term memory does not constitute learning (Dierking & Falk, 1997). In contrast, Farmer, Knapp, and Benton (2007a) suggested that one year after a well-orchestrated field trip experience, many students remembered what they had seen and heard, and displayed a fully developed proscience attitude.

Barriers and Negative Effects

Field trip venues such as museums and zoos present problems that need recognized. Flashy exhibits and fancy displays often obscure the real science within the exhibit. Displays may have sloppy or poorly worded explanations that yield no learning potential. Ethical dimensions of the subject matter are sometimes ignored or glossed over. Science might be portrayed as easy and unproblematic, omitting any reference to failures and issues experienced by the scientists during research and discovery, thereby failing to communicate the scientific process or communication of scientific thought, and focusing on conclusions rather than the journey or process involved to make the discoveries (Rennie 2007).

Michie (1998) identified seven barriers to successful field trips:

- 1) transportation;
- 2) teacher training and experience;
- 3) time issues such as school schedule and teacher's ability to prepare;
- 4) lack of school administrator support for field trips;
- 5) curriculum inflexibility;
- 6) poor student behavior and attitudes; and
- 7) lack of venue options.

Finding time for the trip and making arrangements for students who cannot make the trip adds tasks to an already busy teacher schedule (Mawdsley, 1999; Scarce, 1997). Teachers need to determine the logistics to transport students. Large introductory classes present unique challenges due to the need of larger transportation facilities, safety issues, student logistical planning, and time lost trying to organize the large group (Hudak, 2003). It is imperative that the teacher prepares the students for the field trip in order to maintain a level of control that will allow for learning to occur when the class arrives at the venue (Ewert, 2009). Kalvaitis (2007) suggested that often, a teacher's biggest fear is losing control of the students once at the field trip location. Upon arrival at a field trip venue, students are often disoriented resulting in excited, explorative, and unrestrained behavior (Falk et al., 1978). The teacher should be prepared to focus the students' mental and physical energy towards participation at the venue (Lei, 2010).

Conclusion

The outcome of an experience depends on a person's interests, motivation, life circumstances at that time, needs, and prior experiences and knowledge (Rennie, 2007). Field

trips offer an opportunity to motivate and connect students to appreciate and understand classroom concepts, which increase a student's knowledge foundation, promoting further learning and higher level thinking strategies. With understanding comes confidence and intrinsic motivation.

A successful and quality field trip requires teacher preparation and interaction. Some factors should be addressed before the trip. The experience needs to be planned. The teacher should previsit the venue to meet the staff and arrange the activities, and then prepare the students by orienting them to the venue's layout, activities, and expectations. Student groupings should be set up prior to arrival at the venue.

Chaperones need to be trained. The trip needs to connect to the curriculum, students should be actively engaged, and all students should be able to take part in the trip regardless of financial, physical or intellectual status. Teachers need to consider safety issues and should prepare to embrace the unexpected. On the day of the field trip, the teacher may hand the program to the venue's staff, but the teacher should remain involved, participating with the activities and guiding students when necessary.

Perhaps the teacher's most difficult task is to allow the students freedom to experience the activities. Back at the classroom, it is imperative that the teacher spend sufficient and quality time to reflect on the experiences and help students build connections to the curriculum concepts. All aspects of the trip's success are directly or indirectly dependent on the teacher (Millan, 1995).

Field trips have become less common due to limited funding and limited available time due to each school systems' focus on standardized testing. Non-traditional field trips are still quite possible.

Campus field trips provide a cost-free alternative, while retaining the benefits of traditional field trips. Outside, students might explore around the school grounds, focused on a specific topic or concept. In the classroom, students might create their own classroom museum exhibits, or a local university or science museum might share mobile exhibits with the school. No matter whether the school is urban, suburban, or rural, ecology is everywhere (Lei, 2010). There is much to be learned from a vacant lot, the edge of a parking lot, a puddle, or a bush. Field trips can stimulate new learning, increased attitude towards science, trigger interest development, and provide many rewards to both the teacher and the students (Scarce, 1997).

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